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ABSTRACT

Presented is a curriculum guide to the readiness level of the child who is hyperactive, a behavior problem, or unable to sustain attention. The following areas are included: language development (including perceptual-motor skills), physical development (following the Frostig Perceptual Program), alphabet and sounds, creative exercises, language arts, math concept skills, mathematics, music, reading readiness, science, social studies, speech and language, and writing. A readiness continuum is outlined. Areas are usually divided into phases with instructional objectives and activities listed. Examples of objectives include developing alternating laterality (for gross motor coordination), comparing sizes (for perceptual constancy), recognizing letters, developing dramatization and pantomime (for language arts), developing the concept of zero (for mathematics), beginning music reading, studying the seasons (science), and printing name (writing). (DB)

READINESS CONTINUUM

EAST PENNSBORO AREA SCHOOL DISTRICT

JOHN H. GROSS, SUPERINTENDENT [illegible] N. ENOLA DRIVE, ENOLA, PA. 17025

JOSEPH J. KELLY, ELEMENTARY DIRECTOR, CRARY LANE, ENOLA, PA. 17025

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Dear Reader,

This program is geared to the child who is not mentally deficient in the usual sense of that phrase. He is retarded only in his rate of development.

The typical child in this program may be hyperactive, unable to behave, or sit still. He may be distractable or unable to sustain attention.

Our role in this program is to enable this type of student to gradually gain more and more control over himself. It is our desire to prepare him to be an independent adult, capable of meeting life's various situations.

JOSEPH J. KELLY
Elementary Director

This is another of a series of written curriculum guides that are rapidly being developed by our elementary staff.

We believe that the material contained in this booklet indicates the progressive approach which the East Pennsboro Area School District is taking to guarantee quality education for all of our students.

We welcome your recommendations and suggestions in this and other areas of the curriculum. It is our desire to formulate a living curriculum pertinent to the needs of the children involved in each and every one of our programs.

JOHN H. GROSS,
Superintendent

Revision,
Spring, 1973

We want to thank Mr. Amos Meyers, Principal, West Fairview School, and our readiness teachers, for their efforts in developing this curriculum to meet the rapidly changing needs of the children in our district.

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JOSEPH J. KELLY,
Elementary Director

I would like to acknowledge the assistance of the following people, who helped in the preparation of this booklet:

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Mrs. Inez Wertz, Secretary

AMOS D. MEYERS, JR.
Title I Readiness Director

EAST PENNSBORO AREA SCHOOL DISTRICT

READINESS CONTINUUM

Table of Contents

	Page
Notes to the Reader	1
Language Development Areas:	
I. Perceptual-Motor Skills	2
II. Language Development	3
Physical Development - Frostig Perceptual Program:	
I. Visual-Motor Coordination Activities	4
II. Figure-Ground Perception Activities	7
III. Perceptual Constancy Activities	7
IV. Position in Space Activities	7
V. Spatial Relationship Activities	7
Alphabet and Sounds	9
Creative Exercises	11
Language Arts	12
Math Concept Skills	16
Mathematics	17
Music	20
Reading Readiness	21
Science	23
Social Studies	25
Speech and Language	27
Writing	28
Readiness Continuum:	
I. Sensory-Motor Integration	30
II. Physical Education	30
III. Physical Health and Safety	31
IV. Social Skills and Characteristics	32
Bibliography	33

NOTES TO THE READER

The following Readiness Continuum is offered to give some direction to the maintenance of a Readiness program. However, this is not to be understood as being usable only in the Readiness experience.

It is presented as separate areas, which are divided into phases. In our experience, the phases were used in the order given. This is only a fixed pattern where the activities of one phase depend on the skills acquired in the preceeding phase.

These areas are presented separately only as a written convenience. In experience, they cannot be separated, such as music, art, and creative exercises. It is strongly suggested that music, art, and physical activities be used to develop and reinforce all other areas of the program. Also be sure to include some of these areas consistently through the year.

The pace of the program is set to the needs of the students. Therefore, it is possible that phase one of an area is being presented, while phase three of another area has been reached.

There are several specific references to programs being used in our program. These are not divided into phases, since the manuals for these programs outline their sequence of development.

These, and later notes, are given to reflect observations and hints experienced while using the program.

AMOS D. MEYERS, JR.
Readiness/Title I Project Dir.

LANGUAGE DEVELOPMENT AREAS

Reader's Note: The following are terms that will establish the definitions used and their manifestations. The areas that follow offer methods of dealing with these problems.

I. Perceptual - Motor Skills

a. Auditory acuity - The ability to receive and differentiate auditory stimuli. Pupil responds functionally to watch tick, hidden sound toys, and general normal conversational direction. Pupil has no significant decibel loss.

b. Auditory decoding - The ability to understand sounds or spoken words. Pupil can follow simple verbal instructions, can indicate by gesture or words the meaning or purpose of auditory stimuli such as animal sounds, nouns, or verbs.

c. Auditory-vocal association - The ability to respond verbally in a meaningful way to auditory stimuli. Pupil can associate with verbal opposites, sentence completion, or analogous verbal responses.

d. Auditory-memory - The ability to retain and recall auditory information. Pupil can act out (charades) characters, simple plots of nursery rhymes, can verbally relate yesterday's experiences, meals, television, and story plots.

e. Auditory sequencing - The ability to recall in correct sequence and detail proir auditory information. Pupil can imitate specific sound patterns, follow exactly complex series of directions, repeat digit and letter series.

f. Visual acuity - The ability to see and to differentiate meaningfully and accurately objects in one's visual field. Pupil sees without notable fatigue, holds material at appropriate working distance, has no significant loss of acuity on Snellen & Illiterate E chart.

g. Visual coordination and pursuit - The ability to follow and track objects and symbols with coordinated eye movements. With head steady, pupil can move eyes to fixate on stable objects in varied places, pursue moving objects such as finger positions, follow picture and word stories left-to-right with jerky movement.

h. Visual form discrimination - The ability to visually differentiate the forms and symbols in one's environment. Pupil can match identical pictures and symbols such as abstract designs, letters, numbers and words.

I. Perceptual - Motor Skills (continued)

i. Visual---figure-ground differentiation - The ability to perceive objects in foreground and background, and to separate them meaningfully. Pupil can differentiate picture of self and friends from group picture, differentiate objects in "front" and "back" part of pictures and mock-ups, diffe entiate his name from among others on paper or chalkboard, perceive simple forms and words imbedded in others.

j. Visual memory - The ability to recall accurately prior visual experiences. Pupil can recall from visual clues where he stopped in book, can match or verbally recall objects removed or changed in the environment, can match briefly exposed symbols.

k. Visual - motor memory - The ability to produce motor-wise prior visual experiences. Pupil can draw designs and symbols following brief exposure, can reproduce letters, numbers, simple words on demand, can portray prior objects or events through gestures or drawings, can reproduce varied patterns and identify hidden materials.

II. Language Development

The following are a definition of terms for the area of Language Arts.

1. Vocabulary - Pupil has a basic receptive vocabulary in accord with chronological age and educational opportunity.

2. Fluency and encoding - Pupil can communicate verbally, has average fluency of speech without undue hesitation or stuttering, uses coherent sentence structure.

3. Articulation - Pupil can use words with correct pronunciation of initial, medial and final sounds.

4. Word attack skills * - Pupil can make proper phonetic associations, break down words phonetically, recognize component words.

5. Reading comprehension * - Pupil can recall story and paraphrase plot, can explain or relate meaningfulness of what has been read.

6. Writing * - The ability to symbolize a letter or word.

7. Rhyming - Pupil can retain and recall information and can act out (charades) characters, simple plots of nursery rhymes, can verbally relate yesterday's experiences, meals, television and story plots, and can pick out rhyming words from these experiences.

8. Classification - The pupil can recognize class identities and use them in establishing logical relationships.

* Skills used extensively in our Alpha I Phonics Reading Program.

II. Language Development (continued)

9. Opposites - Pupil can respond verbally in a meaningful way to auditory stimuli, associating with verbal opposites, sentence completion, or analogous verbal responses.

10. Sequencing and patterning - Pupil can recall in correct sequence and detail prior information. Pupil can imitate specific sound patterns, follow exactly complex series of directions, repeat digit and letter series.

11. Description and clue skills - Pupil can respond verbally in a meaningful way to auditory stimuli, and can associate with verbal opposites, sentence completion, or analogous verbal responses.

PHYSICAL DEVELOPMENT - FROSTIG PERCEPTUAL PROGRAM

I. Visual-Motor Coordination Activities

A. Gross Motor Coordination Training

PHASE I:

1. Developing body image
2. Developing body concept
3. Developing body schema

All help develop self-concept

   a. Draw around each child on big brown paper; have each child draw in facial features, clothes, etc.
   b. See self-image in a large mirror
   c. Use exercises in Frostig
   d. Differentiate left and right on oneself

4. Bilateral Activities:
   a. Jumping jacks
   b. Angels in the snow
   c. Bouncing ball
   d. Toe touches
   e. Kangaroo hop
   f. Jack-in-the-box
   g. Rockets (count down and blast off)
   h. Washing machine--dryer
   i. Leap frog
   j. Jump up and slap heels
   k. Up-prang
   l. Arm circles
   m. Limbo under bar
   n. Jump rope (turn it themselves)
   o. Jumping over ditch
   p. Jump over straight rope and wiggling rope
   q. Bounce ball (two hands)
   r. Throw and catch ball two hands
   s. Bounce ball, clap, catch
   t. Tunnel ball relay

A. Gross Motor Coordination Training

PHASE I (continued):

4. u. Propeller (swing arms up all way around)
   v. Heads, shoulders, knees, and toes
   w. Endurance jump--jump and land with feet apart; jump and return to starting position
   x. Rabbit jump--squat, place hands on floor in front of feet; jump feet to hands. Move hands forward and jump feet to hands
   y. Frog--stoop and place hands on floor behind knees, and push equally with hands and knees

PHASE II:

1. Body image
2. Body concept
3. Body schema
4. Changing body positions
5. Locomotor activities
6. Imaginative games
7. Alternating laterality exercises:
   a. Hop left foot
   b. Hop right foot
   c. Bear walk
   d. Tight rope walk
   e. Running in place (rabbit; turtle)
   f. Gorilla walk
   g. Windmill
   h. Windmill sitting (sit--alternate toe touches)
   i. Log roll
   j. Leaping
   k. Wheelbarrow
   l. Galloping
   m. Sliding to one side
   n. Balance on one foot
   o. Marching
   p. Lie down (pull knee towards body)
   q. Jump rope (one foot at a time)
   r. Dribbling ball (one hand)
   s. Tires (run through)
   t. Walk with bean bag on head
   u. Twister (stand straight; hands on hips, bend from waist, forward, right, back, left)
   v. Side bends
   w. Back lying routine--lie on floor; bend knee and put left foot on floor; raise and point it to ceiling; return foot to bend position, leg to floor. (Right foot)
   x. Body bender--hands behind head; bend to right; up; bend to left
   y. Whistle side steps--whistle blows and student starts a step to left; blow and side step to right
   z. Turns--jump and turn, making 1/4 turn; 1/2 turn; 3/4 turn; full turn

A. Gross Motor Coordination Training

PHASE III:

1. Body image
2. Body concept
3. Changing body positions
4. Locomotor activities
5. Imaginative games
6. Balancing exercises
7. Exercises for flexibility

PHASE IV:

1. Locomotor activities
2. Imaginative games
3. Balancing exercises
4. Exercises for flexibility

B. Fine Motor Coordination Training

1. Cutting
2. Placing and pasting
3. Tracing and coloring
4. Everyday activities

C. Eye Movement Training

1. Progressing from left to right
2. Improving peripheral vision
3. Focusing eyes with head in motion
4. Following regular movements
5. Following irregular movements

D. Integrating Laterality Exercises

1. Skipping
2. Inchworm
3. Crab walk
4. Turkey stand
5. Walk through
6. Three-legged walk
7. Rag doll--feet apart and knees bent; bend body forward and let arms and head hang limply--hands nearly touch floor; bounce the body gently 4 or 5 times and lean in different directions. Begin to straighten one vertebra at a time until the body is tall and straight
8. Twist and bend--twist and touch both hands to inside of right foot; to outside of toes; to outside of heel of right foot and sweep in wide arc to left

D. Integrating Laterality Exercises (continued)

9. Seal walk--push-up position; walk on hands forward and drag legs behind.
10. Thread the needle—stand and lock fingers together in front of body; lean forward and step through hands with one foot then the other.

II. Figure-Ground Perception Activities

A. Finding objects

B. Sorting objects--according to size, color, texture, and shape

III. Perceptual Constancy Activities

A. Comparing sizes

B. Finding the same size

C. Sorting according to size

D. Recognizing and naming planes and solids

IV. Position In Space Activities

A. Directionality

1. Left and right on oneself

B. Illustrations in book on left and right

C. Reversing and rotating
1. Squares and diamonds
2. Triangles
   a. Equilateral
   b. Isosceles
   c. Scalene

D. Rectangular blocks

E. block patterns

V. Spatial Relationship Activities

A. Work with patterns from book illustrations

B. Using the body (use road):
1. Along it
2. Beside it
3. Down the middle of it
4. On edge of it
5. In front of it

V. Spatial Relationship Activities (continued):

B. Using the body (use road):
   6. Behind
   7. On
   8. In
   9. Under

C. Blocks:
   1. On top of
   2. Under
   3. In front of
   4. Behind
   5. Between
   6. Middle
   7. On top
   8. Under
   9. Nearer
   10. Farther
   11. Farther away

ALPHABET and SOUNDS

PHASE I:

1. Visual discrimination
2. Left to right progression
3. Rhythmic activities
4. Rhyming words
5. Recognition of letters A-a-B-b and sounds of letters
6. Recognition of colors
7. Recognition of color words red-purple-green-blue

PHASE II:

1. Visual discrimination
2. Rhythmic activities
3. Rhyming words
4. Recognition of letters C-c-D-d-E-e and sounds of letters. Review A-a-B-b
5. Recognition of color words yellow-brown-orange-black

PHASE III:

1. Visual discrimination
2. Phythmic activities
3. Rhyming words
4. Recognition of letters F-f-G-g-H-h-I-i-J-j-K-k-L-l-M-m and sounds of letters. Review A-a-B-b-C-c-D-d-E-e
5. Recognition of number words one-two-three-four-five
6. Review all color words red-blue-green-black-brown-orange-yellow-purple

PHASE IV:

1. Visual discrimination
2. Rhythmic activities
3. Rhyming words
4. Recognition of letters N-n-O-o-P-p and sounds of letters. Review I-i-J-j-K-k-L-l-M-m
5. Recognition of number words six-seven-eight-nine-ten
6. Review all color words red-blue-green-black-brown-orange-yellow-purple

PHASE V:

1. Visual discrimination
2. Rhythmic activities
3. Rhyming words
4. Recognition of letters Q-q-R-r-S-s-T-t-U-u-V-v-W-w-X-x-Y-y-Z-z and sound of letters
5. Review all color words and number words

Please see following Progress Note

ALPHABET and SOUNDS

Program Note: The preceeding is a suggested pattern of development. At the present time we are using the ALPHA ONE Program.

In using the ALPHA ONE Program the letters are not developed in sequence because of the nature of the program. More information can be found in the manual that accompanies the kit.

In the manual can also be found the program's development of vowels and consonant sounds.

1. Vowels and Consonants
2. Long Vowels
3. Long Ending Vowels
4. Silent E
5. Adjacent Vowels
6. AR
7. OR
8. ER, IR, UR
9. Silent E with R
10. ING
11. SH
12. CH
13. TH
14. WH
15. Runaway Words
16. C and K
17. Y as Consonant, Vowel
18. Soft C
19. Soft G
20. OU, OW
21. OI, OY
22. OO
23. AU, AW
24. Syllabication
    a. Words in parts
    b. Words in two parts
    c. Words in three parts

Taken from the Table of Contents of Chatter Book: Breaking the Code - Alpha One. 160 DuPont St., Plainview, N.Y., 11803: New Dimensions in Education, Inc.

CREATIVE EXERCISES

PHASE I:

1. Finger painting
   a. Regular paint
   b. Pudding
2. Crayoning
3. Clay
4. Painting
5. Perceptual puzzles
6. Cutting and pasting
7. Experience charts
8. Painting pictures and telling story about picture. Teacher prints child's story.

PHASE II:

1. Use 8 exercises listed in Phase I
2. Dramatic play
3. Coordinating art activities
4. Three dimensional art--mobiles, textures, etc.
5. Painting or crayoning murals and telling story about picture. Teacher prints story of children.
6. Teacher prints short story on blackboard using vocabulary children know, child prints the story and draws a picture to illustrate story developing comprehension.
7. Filmstrips
8. Tapes

PHASE III:

1. Filmstrips
2. Tapes
3. Finger painting
4. Crayoning
5. Clay
6. Painting
7. Cutting and pasting
8. Experience charts
9. Language puzzles
10. Role playing
11. Finding related pictures and telling teacher sentences about pictures
12. Playing various melodic rhythms and letting the children react physically and emotionally
13. Finger plays
14. Building blocks
15. Mobiles
16. 3-D animals
17. Relay games

LANGUAGE ARTS

PHASE I:

1. Vocabulary development through use of language master
2. Dramatization of nursery rhymes, poems, and stories
3. Peabody Language Series:
   - A. Develop following directions
   - B. Vocabulary building
     1. Animals
     2. Family
     3. Household items
     4. Color words
     5. Community helpers and occupations
   - C. Develop memory
   - D. Develop concept of rhyming words
   - E. Develop classification
   - F. Develop listening skills
   - G. Develop dramatization and pantomime
   - H. Kinesthetic experiences
   - I. Activity time
     1. Animals and animal sounds
     2. Role playing
     3. Family

PHASE II:

1. Vocabulary development through use of language master
2. Dramatization of nursery rhymes, poems, and stories
3. Peabody Language Series
   - A. Developing conversations
   - B. Develop concept of relationships
   - C. Develop following directions
   - D. Develop concept of opposites
   - E. Develop memory
   - F. Develop listening skills
   - G. Develop dramatization and pantomime
   - H. Develop classification
   - I. Develop concept of rhyming words
   - J. Vocabulary building
     1. Clothing
     2. Food--types
     3. Trucks--different types
     4. Objects in home--what room found in

LANGUAGE ARTS (continued)

PHASE III:

1. Vocabulary development through use of language master
2. Dramatization of nursery rhymes, poems, and stories
3. Teacher prepares tapes for individual learning centers
4. Look, Learn, Listen Series, Milliken Publishing Company
5. Peabody Language Series
   A. Develop following directions
   B. Vocabulary building
   C. Develop memory
   D. Develop concept of rhyming words
   E. Develop concept of opposites
   F. Develop concept of sequencing
   G. Develop classification
   H. Develop dramatization and pantomime
   I. Develop concept of relationships

PHASE IV:

1. Vocabulary development through use of language master
2. Dramatization of nursery rhymes, poems, and stories
3. Teacher prepares tapes for individual learning centers
4. Look, Learn, Listen Series, Milliken Publishing Company
5. Peabody Language Series
   A. Develop memory
   B. Develop listening skills
   C. Develop dramatization and pantomime
   D. Develop following directions
   E. Develop skill of describing
   F. Develop conversations
   G. Develop concept of rhyming words
   H. Develop classification
   I. Vocabulary building
   J. Develop concept of relationships
   K. Develop concept of opposites

PHASE V:

1. Vocabulary development through use of language master
2. Dramatization of nursery rhymes, poems, and stories
3. Teacher prepares tapes for individual learning centers
4. Look, Learn, Listen Series, Milliken Publishing Company
5. Peabody Language Series
   A. Develop following directions
   B. Develop concept of relationships
   C. Develop memory
   D. Develop listening skills
   E. Vocabulary building
   F. Develop skill of describing
   G. Develop conversation
   H. Develop classification

LANGUAGE ARTS (continued)

PHASE VI:

1. Vocabulary development through use of language master
2. Dramatization of nursery rhymes, poems, and stories
3. Teacher prepares tapes for individual learning centers
4. Look, Learn, Listen Series, Milliken Publishing Company
5. Develop concept when utilize capital letters--names of days of week, names of months, every sentence begins with capital letter, everybody's name and pets' names
6. Peabody Language Series
   A. Develop concept of sequencing
   B. Develop concept of opposites
   C. Develop concept of rhyming words
   D. Develop following directions
   E. Vocabulary development
   F. Develop dramatization and pantomime
   G. Develop concept of relationships
   H. Develop classification
   I. Develop memory

PHASE VII:

1. Vocabulary development through use of language master
2. Teacher prepared tapes for learning centers
3. Look, Learn and Listen Series, Milliken Publishing Company
4. Continue development of using capital letters
5. Peabody Language Series
   A. Develop classification
   B. Develop concepts of relationships
   C. Develop conversation
   D. Develop following directions
   E. Develop imagination
   F. Develop patterning
   G. Develop listening skills - identification, memory, speech development
   H. Develop concept of rhyming
   I. Develop concept of critical thinking

LANGUAGE ARTS (continued)

PHASE VIII:

1. Vocabulary development through the use of the language master
2. Teacher prepared tapes for learning centers
3. Look, Learn and Listen Series, Milliken Publishing Company
4. Peabody Language Series
   - A. Develop listening skills
     1. Critical thinking
     2. Looking and listening
     3. Listening for identification
     4. Following directions
     5. Dramatization
   - B. Develop patterning
   - C. Develop concept of relationships
   - D. Develop concept of rhyming
   - E. Brainstorming
   - F. Develop memory
   - G. Guessing
   - H. Story time

PHASE IX:

1. Vocabulary development through the use of the language master
2. Teacher prepared tapes for learning centers
3. Peabody Language Series
   - A. Develop listening skills
   - B. Develop critical thinking
   - C. Develop patterning
   - D. Develop memory
   - E. Story time
   - F. Brainstorming

Reader's Note: The Peabody Language Series is sometimes found to be limited in the scope of what is a "correct" response. This can be expanded and developed further by the user.

MATH CONCEPT SKILLS

To be developed:

1. Recognizing numerals and concepts 1 - 20

2. Sets:
   a. Definition of "set"
   b. Classifying sets (= ≠)
   c. Matching sets
   d. Labeling sets

3. Rote counting 0 to 100

4. Simple addition to sums of 10, (1 + 1) (3 + 4)

5. Simple subtraction using numerals (0 to 10)

6. Use of number lines (0 to 10)

7. Money--

   5¢ = 1 nickel 25¢ = 1 quarter 2 nickels = 1 dime
   10¢ = 1 dime 100¢ = 1 dollar

8. Time - hour and half hours

9. Counting by 5's and 10's

10. Calendar - months, days and years

11. Place value - ones, tens, hundreds

12. Ordinal numbers (first - tenth)

13. Geometric shapes -

Reader's Note: The use of manipulation and physical representations is vital to development of this area.

MATHEMATICS

PHASE I:

1. Develop recognition of numerals 1-2-3-4-5 and the concept of how many each numeral stands for
2. Develop concept of sets
3. Develop concept of one-to-one correspondence
4. Develop concept of one more
5. Develop concept of equivalent sets
6. Develop concept of sets with more
7. Develop concept of sets having fewer
8. Develop recognition of geometric figures
9. Develop concept of calendar and days of week

PHASE II:

1. Develop recognition of numerals 0-6-7-8-9 and the concept of how many each numeral stands for
2. Develop concept of sets
3. Develop concept of one-to-one correspondence
4. Develop concept of one more
5. Develop concept of equivalent sets
6. Develop concept of sets with more
7. Develop concept of sets having fewer
8. Develop recognition of geometric figures
9. Develop concept of calendar and days of week

PHASE III:

Concepts covered:

1. Definition of word set
2. Recognition of sets
3. Using one-to-one correspondence
4. Equivalent sets
5. Non-equivalent sets
6. Matching sets
7. Numeral 1 and concept of 1
8. Numeral 2 and concept of 2 and another way stating 2 1 + 1
9. Numeral 3 and concept of 3 and another way stating 3 2 + 1
10. Numeral 4 and concept of 4 and another way stating 4 3 + 1
11. Numeral 5 and concept of 5

PHASE IV:

Concepts covered:

1. Concept of another way stating 5 4 + 1
2. Develop concept of natural order of numbers
3. Numeral 6 and concept of 6 and another way stating 6 5 + 1
4. Numeral 7 and concept of 7 and another way stating 7 6 + 1
5. Numeral 8 and concept of 8 and another way stating 8 7 + 1
6. Numeral 9 and concept of 9

MATHEMATICS (continued)

PHASE V:

Concepts covered:

1. Concept of another way stating 9 8 + 1
2. Concept of numerals coming before, numerals coming after, and numerals in the middle
3. Numeral 10 and concept of 10 and another way stating 10 9 + 1
4. Numeral 11 and concept of 11 and another way stating 11 10 + 1
5. Numeral 12 and concept of 12 and another way stating 12 11 + 1
6. Develop concept figures have sides
7. Develop concept sides of figures can be measured
8. Develop concept lengths can be shown by numbers
9. Develop concept zero is the starting point

PHASE VI:

Concepts covered:

1. Develop concept zero is number of empty set
2. Develop concept of natural order of numbers
3. Develop concept of numerals coming before, after and middle
4. Develop concept members of set may be numbered
5. Develop concept of ordinal numbers
6. Develop concept that sums are numbers
7. Develop concept that any number plus zero is that number
8. Develop concept sums can be computed
9. Develop concept of addition
10. Review concept of one more
11. Develop concept of combinations through sums of 5
12. Develop concept of placeholder as naming an unspecified number

PHASE VII:

1. Develop concept of secret numbers
2. Review concepts of one more
3. Develop concept of one less numerals
4. Develop concept of addition
5. Introduce concept of subtraction
6. Counting by ones to 120
7. Counting by tens to 120
8. Develop concept of adding and subtracting tens
9. Counting bundles of tens
10. Writing equations for tens
11. Separating equations for tens and ones
12. Calendar work

MATHEMATICS (continued)

PHASE VIII:

1. Writing sums of tens and ones
2. Writing numerals from counting men
3. Plotting numbers on the number line
4. Counting to 200
5. Adding tens and ones
6. Addition and subtraction facts
7. Develop concept of secret numbers
8. Develop concept of finding missing mathematic signs
9. Adding three numerals

PHASE IX:

1. Develop concept of secret numbers
2. Develop concept of sums of numbers
3. Develop concept of differences between numbers
4. Develop concept of money - penny and nickel
5. Counting by tens
6. Counting by fives
7. Counting by twos
8. Counting to 200
9. Clockwork - o'clock, half-past

MUSIC - District and Classroom Programs

PHASE I:

1. Finger plays
2. Action songs
3. Singing songs
4. Rhythm instruments
5. Rhythmic activities--marching
   clapping
   tapping
   running
   hopping
   walking
   sliding
   galloping
   skipping

PHASE II:

1. Rhythm instruments
2. Singing holiday songs
3. Finger games
4. Singing games
5. Continue rhythmic activities

PHASE III:

1. Rhythm instruments
2. Singing songs
3. Finger games
4. Continue rhythm activities

PHASE IV:

1. Music appreciation
   a. Listening
   b. Discussion
2. Beginning basic music reading
   a. Staff
   b. Notes
   c. Rests
   d. Syllables

27

READING READINESS

PHASE I:

1. Ability to interpret pictures grasping the main idea
2. Develop ability of recalling details and perceiving their relationship
3. Develop ability to sense emotional reactions and infer motives of story characters
4. Develop ability to link story to personal experiences
5. Develop ability to recognize likenesses and differences in sizes, shape, position, color, and sound
6. Develop memory ability
7. Develop ability to formulate sentences when answering questions verbally
8. Develop good use of oral language
9. Development of sensory image
10. Develop ability to organize and summarize ideas

PHASE II:

1. Ability to interpret pictures grasping the main ideas
2. Develop ability of recalling details and perceiving their relationship
3. Develop ability to sense emotional reactions and infer motives of story characters
4. Develop ability to link story to personal experiences
5. Develop ability to formulate sentences when answering questions verbally
6. Development of sensory image
7. Develop memory ability
8. Develop ability to organize and summarize ideas
9. Develop ability to perceive relationships
10. Develop ability to comprehend phrase and sentence meaning
11. Develop visual and auditory perception

PHASE III:

1. Ability to interpret pictures grasping the main ideas
2. Develop ability of recalling details and perceiving their relationship
3. Develop ability to sense emotional reactions and infer motives of story characters
4. Develop ability to link story to personal experiences
5. Develop ability to formulate sentences when answering questions verbally
6. Development of sensory image
7. Develop memory ability
8. Develop ability to organize and summarize ideas
9. Develop ability to perceive relationships
10. Develop ability to comprehend phrase and sentence meaning

Program Note: The above is offered as a basis for a Reading Readiness Program.

(continued)

READING READINESS

Program Note continued:

At the present time we are also using Scott, Foresman Reading System (Level 1) to augment this base, and as part of the district reading program. This is used in the latter part of the Readiness experience.

Level I Emphasis:

A. Acquiring vocabulary, concepts, and language experience and increasing auding ability, using real and pictured foods, animals, people, things, places, and situations, and listening to different kinds of written language read aloud.

B. Recognizing the form and name of capital and small letters and recognizing colors and their names.

C. Awareness of the relationship between written and spoken language.

D. Awareness of pictures as cues to recognizing written words.

E. Awareness of oral context as cues to recognizing written words.

F. Awareness of written context as cues to recognizing written words.

G. Awareness of conventions of written language as cues to meaning (capital letter, question mark, period).

H. Awareness of letter sound relationships.

I. Awareness of part-whole relationships (words as parts of sentences or phrases, letters as parts of words).

J. Awareness of sequence relationships (order of events in a story).

K. Awareness of different kinds of written language (title, label, question, direction, poem, song, story).

Taken from Scott, Foresman Reading Systems Manual, Page 12:

Manual - Level 1. Glenview, Illinois 60025: Scott, Foresman & Company; 1971.

SCIENCE

PHASE I:

1. Zoo animals and babies
2. Farm animals and babies
   a. Sounds
   b. Food
   c. Use of animals
   d. Color of animals

PHASE II:

1. Develop concept of seasons--especially characteristics of fall
2. Health foods
3. The scientific process of observation and classification

PHASE III:

1. Seasons--especially fall
2. Moon
3. Weather

PHASE IV:

1. Seasons--especially winter

PHASE V:

1. Air

PHASE VI:

1. Five senses

PHASE VII:

1. Plants and seeds

PHASE VIII:

1. Birds
2. Seasons--spring and summer

PHASE IX:

1. Rocks

SCIENCE

PHASE X:

1. Day and Night
   a. Shadows
   b. Earth, Moon & Sun
   c. The Sky

PHASE XI:

1. Fire and temperature

PHASE XII:

1. Simple machines

PHASE XIII:

1. Rockets

PHASE XIV:

1. Nature field trips

PHASE XV:

1. Wind

PHASE XVI:

1. Water

PHASE XVII:

1. Magnets

PHASE XVIII:

1. Electricity

Reader's Note: Phases in Science and Social Studies can be re-arranged to coincide; or science units can be suited to time of the year.

SOCIAL STUDIES

PHASE I:

1. Manners
2. Safety
   a. Street
   b. Bus
   c. Playground
   d. Halls and classroom
   e. Fire drill
3. Sharing

PHASE II:

1. Holidays
2. Family and family living
   a. Family members and their roles
   b. Social living and sharing
3. Personal hygiene

PHASE III:

1. Holidays
2. Indians
3. Community helpers
   a. Post Office
   b. Fire Department
   c. Police Department
   d. Schools
   e. Doctors
   f. Dentists
   g. Hospitals
   h. Service Stations
   i. Grocery Store
   j. Pharmacy

PHASE IV:

1. Holidays
2. Develop unit on clothing

PHASE V:

1. Unit on transportation

PHASE VI:

1. Develop unit on flag and patriotism

SOCIAL STUDIES

PHASE VII:

1. People At Home, Laidlaw Company
   a. Role playing different family members
   b. Discuss names of vegetables - look at and taste each kind
   c. Cut out pictures of good foods and tell the teacher about the pictures as she prints sentences below the pictures
   d. Weekly Reader

PHASE VIII:

1. People At Home, Laidlaw Company
   a. Descriptions of each child's home
   b. Drawing pictures of home
   c. Weekly Reader

PHASE IX:

1. People of Other Lands (filmstrips and cassettes)

PHASE X:

1. Myths of Ancient Lands (filmstrips and cassettes)

PHASE XI:

1. Learning the names of zoo animals
2. Discrimination of physical characteristics of zoo animals
3. Trip to zoo

SPECIAL -- Field Trips

1. Community Helpers
2. Local Museums
3. Newspaper factory
4. Bakery
5. Fish hatchery
6. Candy factory
7. Dairy farm
8. Circus
9. Nature trails
10. Indial caverns

Reader's Note: The Scholastic publication, Let's Find Out, is also used in Social Studies, and some Science.

SPEECH AND LANGUAGE

Reader's Note: The following is a language program used by the speech therapist, from the Intermediate Unit, who works with the Readiness Classes. The activities gradually become more involved as the children become more proficient.

1. Vocabulary Building
2. Classification Work
3. Memory
4. Following Directions
5. Listening - Activity
6. Pantomime
7. Rhyming
8. Patterning
9. Stories - Discussion
10. Conversation - Brainstorming
11. Relationships
12. Activity
13. Describing
14. Looking - Memory
15. Listening - Memory
16. Touching - Describing

WRITING

PHASE I:

1. Hold pencil correctly
2. Develop correct sitting position when printing
3. Develop concept of top line, middle line, and base line
4. Print first name
5. Practice letters A-a-B-b

PHASE II:

1. Hold pencil correctly
2. Develop correct sitting position when printing
3. Develop concept of top line, middle line, and base line
4. Print first name
5. Practice letters C-c-D-d-E-e

PHASE III:

1. Print first name
2. Practice letters F-f-G-g-H-h-I-i-J-j-K-k-L-l-M-m

PHASE IV:

1. Print first name
2. Practice letters N-n-O-o-P-p

PHASE V:

1. Print first name
2. Practice letters Q-q-R-r-S-s-T-t-U-u-V-v-W-w-X-x-Y-y-Z-z
3. Practice printing sentences

PHASE VI:

1. Print first name
2. Practice letters
3. Practice printing sentences

PHASE VII:

1. Print first name
2. Practice letters
3. Practice initials of first and last name
4. Practice printing sentences
5. Practice numbers 1-10

WRITING

PHASE VIII:

1. Handwriting
   a. Print first name and initial of last name
   b. Print first and last name
   c. Print letters - Pp, Bb, Rr, Dd, Jj, Nn, Hh, Mm

PHASE IX:

1. Handwriting
   a. Print first and last name
   b. Print capital and small letters - Pp, Bb, Rr, Kk, Ww, Xx, Zz, Mm, Nn, Vv

Reader's Note: The use of colored chalk, or marker, to show the different parts of the letter being taught has been found helpful.

READINESS CONTINUUM

I. SENSORY-MOTOR INTEGRATION:

1. Balance and rhythm - pupil is able to balance on balance board. Can move rhythmically in hopping, bouncing, or springing.

2. Body-spatial organization - Pupil can run maze on playground or in classroom without bumping. Can imitate body positions in space.

3. Reaction-speed dexterity - Pupil can comprehend directions and organize self to adequately complete the given assignment, within a normal time expectancy.

4. Tactile discrimination - Child can identify and match objects by touching and feeling.

5. Directionality - Pupil can write and follow picture story or reading material from left to right, discriminate right and left body parts and those of other people, locate directions in room and school.

6. Laterality - The ability to integrate one's sensory-motor contact with environment through establishment of homolateral hand, eye, and foot dominance. Pupil has consistent right-or-left-sided approach in use of eyes, hand, and feet in tasks such as kicking ball, cutting paper, sighting with telescope.

7. Time orientation - The ability to judge lapses in time and to be aware of concepts of day, month, year, time of day and seasons.

Reader's Note: These apply to the physical development of the child, and are helpful in developing a program of physical education for the child, as well as the other areas of this continuum.

II. PHYSICAL EDUCATION - District and Classroom Program

PHASE I:

Gross Motor Development

1. Rolling
2. Sitting
3. Crawling
4. Walking
5. Running
6. Throwing
7. Jumping
8. Skipping
9. Dancing
10. Self-identification
11. Body parts localization
12. Body abstraction - Pupil can identify others by names and pictures. Can locate body parts on others, generalize to pictures, complete body picture puzzles.
13. Muscular strength
14. General physical health

READINESS CONTINUUM

II. PHYSICAL EDUCATION (continued)

PHASE II:

Fine-muscle coordination

1. Holding pencil correctly
2. Development of left-right progression
3. Correct sitting position
4. Printing first and last names
5. Printing upper and lower case letters
6. Tracing
7. Cutting
8. Pasting

PHASE III:

1. Swimming
   a. Blowing bubbles
   b. Buoyancy in water
   c. Leg movement
   d. Floating on back
   e. Jumping into water
   f. Coordinating kicking legs and blowing bubbles
   g. Holding breath
   h. Submerging to pick up rings
   i. Swimming through hoops

III. PHYSICAL HEALTH and SAFETY

1. Foods
   a. Sampling a food a day (fruits and vegetables)
   b. Making food charts and mobiles
2. Safety rules
   a. Bicycle
   b. Fire
   c. Strangers
   d. Bus rules to and from school
3. Our bodies
   a. Parts of our bodies and their functions
   b. Care of our bodies
   c. How our body grows

READINESS CONTINUUM

IV. SOCIAL SKILLS AND CHARACTERISTICS to be developed:

1. Social acceptance - The ability to get along with one's peers.

2. Anticipatory response - Pupil can anticipate the probable outcome of his behavior and that of others in a given situation.

3. Value judgment - Pupil has a sense of right and wrong, controls own actions, demonstrates proper behavior.

4. Social maturity - Pupil is socially independent, demonstrates appropriate citizenship, and assumes social responsibilities.

Program Note: To achieve this we use Developing Understanding of Self and Others ("DUSO") in the classroom.

The DUSO program presents "Eight Unit Themes Representing the Developmental Task, (which) are:

I. Understanding and accepting self
II. Understanding feelings
III. Understanding others
IV. Understanding independence
V. Understanding goals and purposeful behavior
VI. Understanding mastery, competence, and resourcefulness
VII. Understanding emotional maturity
VIII. Understanding chores and consequences."

The program makes use of a teacher's manual, outlining activities and the program; theme-centered stories and books; cassettes; posters; puppet activity cards; puppets; puppet props; role playing cards; group discussion cards.

Taken from Developing Understanding of Self and Others, D-1 Manual by Don Dinkmeyer, Ph.D., Published by American Guidance Service, Inc., Circle Pines, Minn. 55014

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Berg, Shirley S. Look, Listen and Learn Series: It's More Fun To Listen. St. Louis, Missouri: Milliken Publishing Co., 1969. (8 transparencies, 16 duplicating pages, 1 record).

Fernkopf, Forrest; Johnston, Meryl; Manning, John; Monroe, Marion; Schiller, Andrew. The First Talking Alphabet. Atlanta, Dallas, Glenview, Palo Alto, Oakland, N.J.: Scott, Foresman and Company, 1967.

Frostig, Marianne; Miller, Ann and Horne, David. The Developmental Program In Visual Perception. Chicago: Follett Educational Corporation, 1966.

Merkley, Elaine. Becoming a Learner: An Early Childhood Curriculum. Columbus, Ohio: Merrill Publishing Co., 1972.

Peabody Language Development Kits. Publisher's Building, Circle Pines, Minn. 55014: American Guidance Service, Inc., 1965.

Reading Systems: Level I. Glenview, Ill.: Scott, Foresman & Company, 1971.

Scholastic Let's Find Out. Dayton, Ohio: Scholastic Magazine, 1972.

Valett, Robert E., Ed. D. The Remediation of Learning Disabilities: A Handbook of Psychoeducational Resource Programs. Belmont, California: Fearon Publishers, 1967.

* Other supplementary filmstrips, cassettes, and ditto sheets related to specific skills being taught available through the A-V library.
Such hardware as:
- tape recorder
- record player
- Language Master (Bell & Howell's automatic tape drill)
- primary typewriter
- television
- earphones, listening bars, and jacks for all the above

Other teacher made materials such as:
- patterns and peg board
- patterning blocks
- stencils
- puzzles
- magazines for cutting, collecting, and classifying
- clay cups for each child
- puppets

PUBLISHED CLASSROOM MATERIALS

II. Physical Education

Ashcroft, Ruth. Motor Skills Development Laboratory. Palo Alto: Educational Progress Corporation, 1972.

Bailey, William T., Konichi, Geraldine and Leedy, Catherine. Daily Sensorimotor Training Activities. Freeport, N. Y.: Educational Activities, Inc., 1968.

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III. Math

Ambrose, Mary N. Happy Ways to Numbers. New York: Holt, Rinehart & Winston, Inc. 1967.

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Greater Cleveland Mathematics Program: Kindergarten & First Grade (Part I). Chicago: Science Research Associates, Inc., 1966.

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IV. Social Skills

Blanchette, Z.B., Arnspiger, V.C. and others. Human Value Series Teaching Pictures. Texas: Steck-Vaughn Co., 1969.

Dinkmeyer, Don. Developing Understanding of Self and Others (DUSO). Circle Pines, Minnesota: American Guidance Service, Inc., 1970.

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Simon, Sidney B., Howe, Leland W. and Kirschenbaum, Howard. Value Classification: A Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Company, 1972.

Other filmstrips, cassettes, records, materials related to guidance, value classification, moods, emotions, and social development.

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V. Music

Pitts, L.B., Glen, M. and others. Singing On Our Way. New York: Ginn & Company, 1959.

VI. Art

No specific text book.

VII. Social Studies

Filmstrips, records, cassettes, and poster units from Audio-Visual Department in the district. *

Field trips.

Capital Area Intermediate Unit Educational Filmstrips
Center for Instructional Material Services
201 E. Valley Road,
Enola, Penna. 17025

VIII. Science

Jacobson, Willard J., Lauby, Cecilia J. and Konicek, Richard D. Look Into Science. New York: American Book Company, 1968.

Capital Area Intermediate Unit Educational Films
Center for Instructional Material Services
201 E. Valley Road,
Enola, Penna. 17025

* Other supplementary filmstrips, records and cassettes from A-V library connected with the unit being studied.

NOTE: Federal Government Programs such as SAPA, AAAS, COPE, SCIS, ESS, would be best in teaching the discovery process in science.

IX. Health and Safety

No specific text book.

X. General

Garman, Charlotte G., Coordinator. Kindergarten Standards In Pennsylvania. Pennsylvania Department of Education: Division of Early Childhood Education, Bureau of General and Academic Education. 1972.

* Leo, Vicki. Elementary Audio-Visual Materials Booklet. Enola, Pa.: East Pennsboro Area School District. 1971.